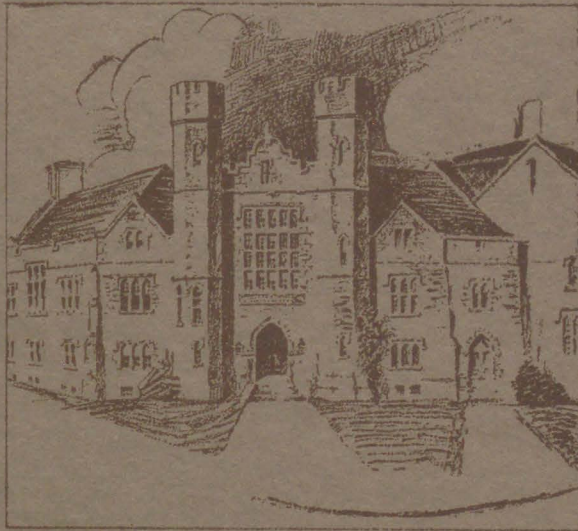


# West Chester State Teachers College

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Summer Session



1927

# Catalogue

of the

**Seventeenth Summer Session**

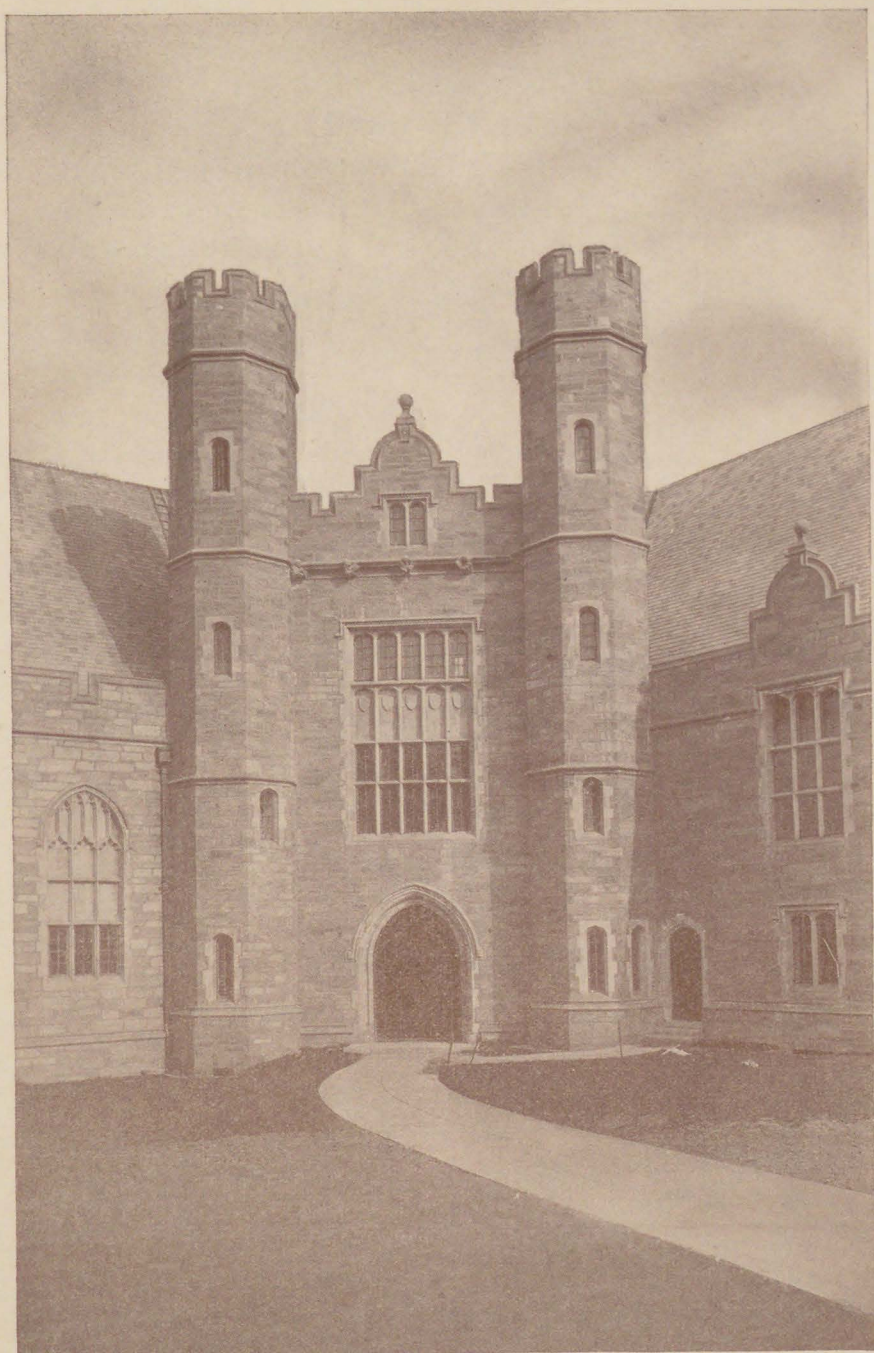
of the

**West Chester**

**State Teachers College**

**1927**





CAMPUS ENTRANCE—NEW AUDITORIUM.

### ***Board of Trustees***

J. HOWARD LUMIS	}	Term of office expires in 1927
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DR. HARRY D. SAYLOR		
MISS ISABEL DARLINGTON	}	Term of office expires in 1928.
COL. A. M. HOLDING		
S. JONES PHILIPS		
MRS. RICHARD J. HAMILTON	}	Term of office expires in 1929.
DORAN GREEN		
MRS. HOWARD MELLOR		

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DORAN GREEN

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The regular meetings of the Board are held on the first Monday of each month at 4:00 P. M.



## *Faculty*

---

ANDREW THOMAS SMITH, A.M., Pd.D.

Principal

WILLARD A. BALLOU, B.S., A.B., A.M.

Dean

WALLACE P. DICK, A.B., A.M.

Modern Languages

ROBERT F. ANDERSON, A.M., Sc.D.

Mathematics

S. C. SCHMUCKER, A.M., Ph.D.

Emeritus Professor of Biological Sciences

ALICE A. COCHRAN

Librarian

FOSTER H. STARKEY, A.B., A.M.

Ancient Languages, Education

ISADORE E. CROPSEY, Mus.B.

Piano

ELSIE OLETIA BULL, A.B., A.M.

Mathematics and Education

GRACE DIETRICH McCARTHY, A.B., A.M.

Dean of Women; English

ARTHUR D. CROMWELL, M.Ph.

Agriculture; Director Rural Group

ANNE M. GOSHEN, B.L., A.M.

Education

JOHN A. KINNEMAN, A.B., A.M.

Social Studies

M. GERTRUDE SIPPLE, B.S.

Director Junior High School Group

MRS. MAUDE B. NEWMAN, B.S.

English

CLAUDE EDWARD HAUSKNECHT

Music Director

\*GERTRUDE K. SCHMIDT

Public School Music

\*S. ELIZABETH TYSON

Speech; Story Telling

---

\*These teachers are away on leave of absence, 1926-1927.

HARRIET A. ELLIOTT, B.S.  
Geography

LOU E. HOSMER, B.S.  
Primary Methods

CHARLES W. HEATHCOTE, A.M., Ph.D.  
Social Studies

ROBERT T. KERLIN, A.M., Ph.D.  
English

HAZEL LAMBORN  
Art

MARGARET M. BURNET, B.S.  
Director Primary Group

FLORENCE W. RAGUSE, B.S.  
Director Intermediate Group

EDWARD ZIMMER, Jr., B.S.  
Instrumental Director

MARIE MARGARET HEINEMAN  
Public School Music

\*FLORENCE A. LEE  
Harmony

MRS. IDA P. STABLER, B.S.  
Director Primary Group

MARION FARNHAM, A.B., A.M.  
Art

DOROTHY M. SCHMUCKER, A.B.  
Science

\*ALICE C. SCHRIVER  
Health Education

\*THELMA J. GREENWOOD  
Science

LIDA J. LOW  
Voice

MARY E. MELCHIOR, A.B.  
Social Sciences

MRS. ROBERT T. KERLIN, B.S.  
Piano

MARY CONNELL, B.S.  
Director of Intermediate Group

---

\*These teachers are away on leave of absence, 1926-1927.



JOHN ARTHUR LEWIS, B.S., A.M.  
Science

JAMES F. McGOVERN, Ph.B.  
Health Education, Athletics

ALICE MAUDE BAKER, B.S., A.M.  
Education

KATHERINE H. SCOTT  
Art

A. IRENE HORNER, B.S.  
Health Education

\*CLARENCE L. McKELVIE  
Handwriting

WALTER L. PHILIPS, B.S., M.S.  
Practice Teachers Department

LILLIAN CRANE, A.B.  
Spoken English and Dramatics

JOSEPHINE E. WILSON, A.B.  
Juvenile Literature

FLO GEYER, A.B.  
English

MILDRED HOLLOBAUGH, A.B.  
Health Education

GERTRUDE HERZOG, B.S.  
Health Education

L. FORREST FREE, A.B.  
Voice

S. CONSTANCE RICE  
Kindergarten

JAMES G. BLISS, A.M., Ph.D.  
Health Education Director

MRS. ELIZABETH DEBOW THOMPSON, A.B.  
Public School Music

MARGARET RUTH SMITH, A.B.  
Assistant Dean of Women

MIRIAM STIRL, B.S.  
Nature Study

MRS. LOLA P. MORGAN  
Harmony

---

\*These teachers are away on leave of absence, 1926-1927.

LEONE E. BROADHEAD, B.S.  
Geography

JESSIE H. LUDGATE, B.S.  
Assistant Librarian

MRS. ROHOASE B. COOK, B.S.  
Handwriting

EDITH M. JONES, A.B., A.M.  
Social Studies

ANNA E. SMITH, B.S.  
Education

JOHN R. HOLLINGER  
Business Manager

ANDREW WOLFANGEL  
Assistant Business Manager

GEORGE S. ROBERTS  
Registrar

JESSICA M. DYER  
Dietitian

REBECCA DISSINGER  
Matron

MARY M. GLANCE, R.N.  
Nurse

MARY REESE, R.N.  
Assistant Nurse

IDA M. ROSSITER  
Institutional Secretary

HELEN BROOMELL  
Secretary to Principal

B. LEONORE LEVER  
Secretary to Dean

DOROTHY E. CURRY

ANNA M. McCAULEY

MILDRED M. SCOTT  
Stenographers

MILDRED B. CLAYTON  
Bookkeeper

AGNES R. FINEGAN  
Bookroom

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The Summer School faculty will be selected from the regular winter school faculty, with such additions as may seem desirable. A number of specialists from the State Department are scheduled to give courses of varying length, on a credit basis, in their respective fields.



*Calendar*

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Monday, June 20th—Registration Day

Tuesday, June 21st—Classes begin in all departments

Thursday, June 23rd—Reception—7:00 to 9:00 P. M.

Thursday, June 30th—Trip to Valley Forge—1:30 P. M.

Monday, July 4th—Celebration—Wayne Field—7:00 P. M.

Friday, July 15th—Atlantic City Trip—Return Sunday, July 17th.

Thursday, July 21st—Local Historical Hike

Thursday, July 28th—Trip to Longwood Gardens and Brandywine Battlefield, 1:30 P.M.

Friday, August 5th—Historic Pilgrimage to Philadelphia, 1:00 P. M.

Wednesday, August 10th—Exhibition of Students' Work—Art Department

Thursday, August 11th—Student Play

Friday, August 19th—Session Closes.

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Dancing every Friday evening in the Gymnasium.

The College will provide two entertainments, dates to be fixed later.

## GENERAL STATEMENT

The seventeenth session of the Summer School of the West Chester Normal will open Monday, June 20, 1927 and continue until Friday, August 19. Classes will be held on all week days except Saturday. Students will not be admitted later than June 28. Not more than twelve semester hours of Normal School credits may be accumulated in any one Summer Session.

Prospective students are advised to enroll and make dormitory reservations as early as possible, as rooms are given out in the order of application. Use blank in the back of this catalogue for application, and enclose \$10.00 enrollment fee.

### Location.

West Chester, located among the beautiful hills of Chester County, is a town of about 13,000 inhabitants and is preëminent for its healthfulness, culture and intelligence. It is about twenty five miles from Philadelphia, being connected with that city by electric cars that run every half hour, and by two branches of the Pennsylvania Railroad, one route being by way of Media, the other via the Main line to Frazer. Electric railways make Lenape and Kennett accessible, as well as Downingtown and Coatesville. The Chester Valley Bus Company connects West Chester with Reading, Pottstown, Paoli, Valley Forge, Phoenixville, Media, Chester, Wilmington, Atlantic City and many other points. Concrete highways in all directions make it possible to reach West Chester easily and comfortably by automobile.



ALONG THE BRANDYWINE



## Grounds, Buildings, Equipment.

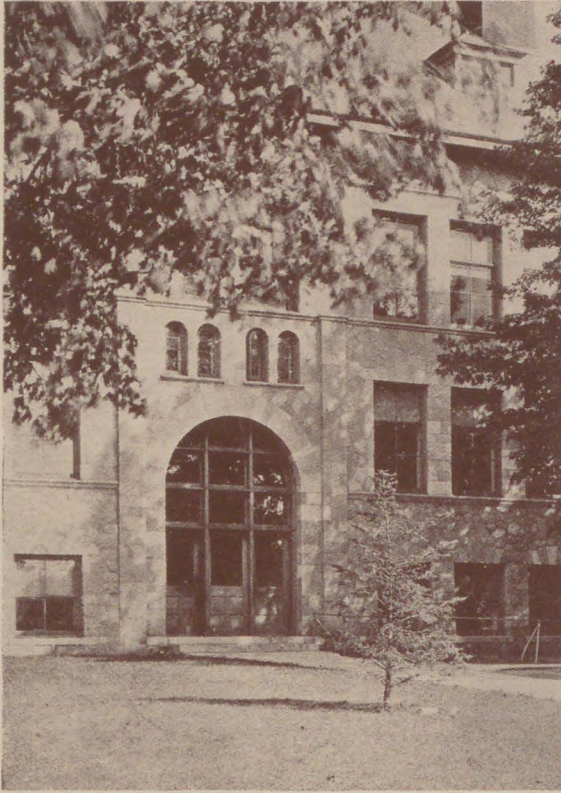
The sixty acres of ground that form the campus of the Normal School are located in the southern part of the borough. This acreage is suitably fitted with tennis courts for both men and women, a baseball diamond, hockey field, and running courses.

Among immense old shade trees stand the eight buildings which enable West Chester to care adequately for the great number of students who come within its doors. These buildings are continually being remodeled to meet the

demands of changing needs. Within the past year the electric plant has been renewed and improvements have been made in all the buildings to make them more commodious and attractive.

### Recitation Hall.—

In this building are centered practically all the classroom activities. Fireproof metal ceilings have replaced the old plaster ones and all the walls have been freshened by re-tinting. Such essential equipment as a bal-optican, adjustable tables, demonstration tables, desk and wall maps from all publishing companies, imported views, Johnson land charts, and cabinets filled with commercial exhibits make the geography laboratory a profitable center of study. The science



ENTRANCE—RECITATION HALL.

rooms have just been completely remodeled and newly equipped with modern furniture and apparatus. The chemistry laboratory is now most pleasantly and efficiently arranged, and has been completely stocked. The combination laboratory and classroom for general science and physical geography is also well equipped and up-to-date in every respect.



**The Library.**—The library building with its large reading and reference rooms has been built at a cost of \$60,000. In its second story are the school's museum, art gallery, and the collection of the Chester County Historical Society. The library now contains 20,000 well selected volumes. About a hundred leading magazines and papers come regularly to the library for the use of the school. A modern card catalogue system is in use, and the building is in charge of trained librarians.

**The Gymnasium.**—The large gymnasium with its own administration building adjoining is built of the prevailing green stone and is fitted up with every modern improvement, including a full supply of the best apparatus, running track, bathrooms, swimming pool, and bowling alleys.

**The Model School.**  
—This is a substantial, well arranged, well equipped building on the school campus, which houses an elementary school, the first six grades being represented.

**The New Auditorium,** a memorial to the late Dr. George Morris Philips, former Principal of the school, will be used for the first time by the students in attendance at the Summer Session. This magnificent building erected at a cost of more than \$500,000 contains a spacious auditorium with a seating capacity of approximately 2000. Installed therein is a Skinner pipe organ, one of the finest in the state. This building



PORTICO—LIBRARY

contains modern executive offices, recreation rooms for faculty and students, and also houses the well known Philips private library—a collection of autographed books appraised at \$60,000. The building is ventilated by an artificial cooling system and in addition is equipped in every other way to insure comfort to those in attendance at any of the exercises held therein.



## ADMISSION

The members of the Summer School will classify in four groups:—

**Class I.**—Graduates of four year High Schools or the equivalent (and recognized as such by the state) who desire to qualify for the Initial Partial Elementary Certificate.

The candidate in this class must send or bring to the Normal School an admission blank properly filled out by her county Superintendent. This blank, if not found in detached form in this catalogue, can be secured from the County Superintendent, or by writing to the Normal School.

**Class II.**—Teachers in service who are candidates for a temporary or a standard certificate.

**Class III.**—Persons who have partially completed Normal Courses and are planning to finish these. Also graduates of four year High Schools or the equivalent who wish to begin regular Normal School courses.

**Class IV.**—Candidates for the Bachelor of Science degree in Education.



THE BRANDYWINE

Normal School graduates who have to their credit a four year high school preliminary education can now matriculate here with the aim of completing a college course leading to the degree of Bachelor of Science in Education.

Courses in both elective and additional required subjects for degree are listed elsewhere in this catalogue. Most candidates constitute individual cases, hence it is desirable that requests for general or specific information be made as early as possible.

### ROOM AND BOARD

Long distance commuting or any commuting that involves the strain of early rising or of tedious travel is discouraged, because it has been found to interfere with the best progress of the student.

Comfortable rooms with board and laundry can be secured at reasonable rates in the Normal School Dormitories. Residence at the school is recommended not only for the physical comforts afforded and the convenience to classes and other school activities but because the social contacts on campus, in halls, in dining rooms, and especially in the spacious lobby are truly delightful and in a sense, educative. While rooms are generally arranged for two students, persons desiring to room alone can be accommodated. Rooms are good sized and attractive, having recently been re-papered and re-varnished. All rooms are carpeted and have individual closets. The beds are single and are provided with wire woven mattresses. Boarding students furnish blankets or their equivalent, towels, and table napkins.



CORNER OF LOBBY

During the Summer Session the dormitory will be open until ten o'clock at night. Students desiring to return to the dormitory after that hour must secure permission from the Dean of Women.



## EXPENSES

Board, room and laundry (12 pieces) per week.....	\$ 8.00
Day Student's Service Charge.....	5.00
Enrollment fees, paid by all students.....	10.00
Laboratory Fees:—	
Educational Biology.....	5.00
Every Day Science, Teaching of Science, Nature Study, Geography or Physiography.....	2.50
Drawing or Industrial Art:—	
Electives in these are charged for according to requirements.....	10.00
Bills may be paid by cash, check or post office money order.	

The initial enrollment fee of \$10.00 must be paid when application for entrance is made. In case of withdrawal, such fee will be refunded, provided this withdrawal is made at least two weeks before opening of the Summer School.

Day Students pay the \$5.00 Service fee in addition to the enrollment fee upon entrance.



WASHINGTON'S HEADQUARTERS, CHADD'S FORD.

## RECREATION

Probably no school town in Pennsylvania is as favorably located as West Chester in affording students the opportunity to visit interesting places. There is daily bus service to those famous scenes of the Revolutionary War—Valley Forge, the Brandywine Battlefield, and Chadd's Ford. A bus running to Atlantic City offers opportunity for a splendid week-end to those who wish to

avail themselves of the pleasures of this renowned resort (see Calendar for special trip.) Likewise, West Chester's proximity to Philadelphia, allows easy access to its many shops, theatres, and places of historic interest.

There are frequent summer excursions to Washington, D. C. (eighty miles from West Chester) which can be reached both by train or by bus, for those who wish to spend a week-end in our national capitol.

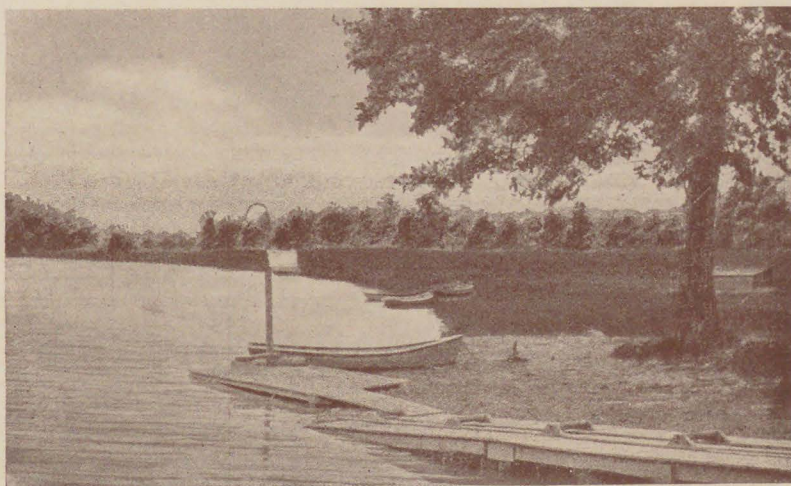
A well equipped gymnasium with bowling alleys and swimming pool affords excellent opportunity for indoor exercise. An athletic field with a base-ball diamond, running track, and grand-stand seating 600, eight tennis courts, and a beautiful campus unite to make outdoor recreation attractive.

Hiking parties, picnics, and private automobile trips to places of scenic, literary, or historic interest are other popular recreations during Summer School.

### MISCELLANEOUS

Each student upon entrance to the Normal School must present a Health Certificate and Certificate of Vaccination. Upon securing these certificates, each candidate should request the physician to give a thorough examination to insure against error of exercise.

The school maintains a branch post office. The Book Store carries in addition to books, a complete line of student's necessities—stationery, laundry bags, parcel post cases, athletic goods, etc.



THE BRANDYWINE AT LENAPE.

Keys are furnished by the school, but \$1.00 must be deposited when they are obtained, which deposit is refunded when they are returned.

All articles of laundry must be distinctly marked.

Excellent Tea Rooms, near the school, cater to the needs of commuters.

A Placement Service will be maintained during the summer school. Officials and students are invited to use this bureau free of charge.





GYMNASIUM

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**REVISED CURRICULA**  
**FOR**  
**PENNSYLVANIA STATE NORMAL SCHOOLS**  
**AND COLLEGES**

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# TWO-YEAR CURRICULA FOR ELEMENTARY SCHOOL TEACHING

## TWO-YEAR CURRICULUM FOR GROUP I KINDERGARTEN AND PRIMARY GRADES, 1, 2, 3.

Note: The first figure following a subject indicates the number of 55 minute class periods per week. The second figure indicates the number of semester hours credit allowed for the successful completion of the course. Figures in parentheses indicate sequential courses in a given subject.

### First Semester

Educational Biology.....	3	3
Introduction to Teaching.....	3	3
English I.....	3	3
Music I.....	4	2
Art I.....	4	2
Oral Expression.....	2	2
Handwriting.....	2	1
Physical Education I .....	3	1
	<u>24</u>	<u>17</u>

### Second Semester

Psychology and Child Study.....	3	3
English II.....	3	3
Music II.....	3	1½
Art II.....	3	1½
Nature Study.....	2	2
Teaching Primary Reading.....	3	3
Teaching of Number.....	2	2
Physical Education II.....	3	1
	<u>22</u>	<u>17</u>

### Third Semester

Educational Sociology.....	3	3
Children's Literature and Story Telling.....	3	3
Kindergarten-Primary Theory.....	2	2
Educational Measurements.....	2	2
Health and Hygiene in Primary Grades.....	3	3
Elective.....	3	3
Physical Education III.....	3	1
	<u>19</u>	<u>17</u>

### Fourth Semester

Student Teaching and Conferences.....	13	10
Teaching of Primary Subjects.....	4	4
Geography.....	1	1
Social Studies.....	1	1
Spelling and Language.....	2	2
	<u>—</u>	<u>—</u>
Technique of Teaching.....	2	2
Physical Education IV.....	3	1
	<u>22</u>	<u>17</u>

## TWO-YEAR CURRICULUM FOR GROUP II

### INTERMEDIATE GRADES—4, 5, 6.

#### First Semester

Educational Biology.....	3	3
Introduction to Teaching.....	3	3
English I.....	3	3
Music I.....	4	2
Art I.....	4	2
Oral Expression.....	2	2
Handwriting.....	2	1
Physical Education I.....	3	1
	—	—
	24	17

#### Second Semester

Psychology and Child Study.....	3	3
English II.....	3	3
Nature Study.....	2	2
Teaching of Arithmetic.....	3	3
Teaching of Geography.....	3	3
Music II.....	3	1½
Art II.....	3	1½
Physical Education II.....	3	1
	—	—
	23	18

#### Third Semester

Educational Sociology.....	3	3
Teaching of Social Studies.....	3	3
Juvenile Literature and Silent Reading.....	2	2
Educational Measurements.....	2	2
Hygiene and Health in Intermediate Grades.....	3	3
Elective.....	3	3
Physical Education III.....	3	1
	—	—
	19	17

#### Fourth Semester

Student Teaching and Conferences.....	13	10
Technique of Teaching.....	2	2
Teaching of English.....	3	3
Physical Education IV.....	3	1
	—	—
	21	16



## TWO-YEAR CURRICULUM FOR GROUP III (RURAL)

### First Semester

Educational Biology.....	3	3
Introduction to Teaching.....	3	3
English I.....	3	3
Music I.....	4	2
Art I.....	4	2
Oral Expression.....	2	2
Handwriting.....	2	1
Physical Education I.....	3	1
	<hr/>	<hr/>
	24	17

### Second Semester

Psychology and Child Study.....	3	3
English II.....	3	3
Nature Study and Agriculture.....	2	2
Teaching of Arithmetic.....	3	3
Teaching of Geography.....	3	3
Music II.....	3	1½
Art II.....	3	1½
Physical Education II.....	3	1
	<hr/>	<hr/>
	23	18

### Third Semester

Rural Sociology.....	3	3
Teaching of Social Studies.....	3	3
Juvenile Literature and Silent Reading.....	2	2
Educational Measurements.....	2	2
Health and Hygiene in Rural Schools.....	3	3
Primary Methods for Rural Schools.....	3	3
Physical Education III.....	3	1
	<hr/>	<hr/>
	19	17

### Fourth Semester

Student Teaching and Conferences.....	13	10
Technique of Teaching.....	2	2
Teaching of Reading.....	3	3
Physical Education IV.....	3	1
	<hr/>	<hr/>
	21	16

## ADVANCED TWO-YEAR CURRICULUM (Leading to the degree of B.S. in Education)

All persons who have completed the work of Groups I, II, or III (Rural, formerly IV) are admitted to third year standing provided they have previously completed the work of a four-year high school, and all such persons must complete 68 hours of work beyond graduation from Groups I, II or III (Rural, formerly IV) as these were prior to September 1, 1926 organized and administered.

### Fifth Semester

Opportunity is provided so that a student may complete in this semester the work of the first two years in the curricula which he did not pursue, as follows:

**1. Graduates of Group I will take:**

Teaching of Arithmetic.....	3	3
Teaching of Geography.....	3	3
Teaching of English.....	3	3
Teaching of Social Studies.....	3	3
	<hr/>	<hr/>
	12	12

**2. Graduates of Group II will take:**

Teaching of Primary Reading.....	3	3
Teaching of Number.....	2	2
Teaching Primary Subjects.....	4	4
Kindergarten-Primary Theory.....	2	2
	<hr/>	<hr/>
	11	11

**3. Graduates of Group III will take:**

Teaching of English.....	3	3
Teaching of Number.....	2	2
Kindergarten-Primary Theory.....	2	2
Teaching Primary Subjects.....	4	4
	<hr/>	<hr/>
	11	11

**All Groups:**

Total taken by a Student as above.....	11	11 or 12	12
Educational Psychology.....	3	3	3
Economic Biology.....	4	3	4
	<hr/>	<hr/>	<hr/>
	18	17 or 19	18



### Sixth Semester

History of Education.....	3	3
English Literature.....	2	2
Descriptive Astronomy.....	3	3
Economics.....	3	3
Physiography.....	4	3
Teaching and Supervision of Arithmetic in Elementary School.....	3	3
	<hr/>	<hr/>
	18	17

### Seventh Semester

Principles of Education.....	3	3
American Literature.....	2	2
American Government.....	3	3
Principles of Human Geography.....	3	3
Nutrition.....	4	3
Civic Education in the Elementary School.....	3	3
	<hr/>	<hr/>
	18	17

### Eighth Semester

Advanced Composition.....	3	3
History and Appreciation of Art.....	4	2
History and Appreciation of Music.....	4	2
History and Organization of Education in Pa.....	2	2
Practical School Contacts.....	5	5
Supervision and Administration of Elementary School.....	3	3
	<hr/>	<hr/>
	21	17

# **FOUR YEAR JUNIOR HIGH SCHOOL CURRICULUM** (Leading to the degree of B.S. in Education)

## **First Semester**

Educational Biology.....	3	3
English (1).....	3	3
Oral Expression.....	2	2
Social and Industrial U. S. History.....	3	3
Human Geography.....	3	3
Application and Appreciation of Art. ....	4	2
Physical Education (1).....	3	1
	<hr/>	<hr/>
	21	17

## **Second Semester**

Introduction to Teaching.....	3	3
English (2).....	3	3
Everyday Science.....	3	3
Economics.....	3	3
Handwriting.....	2	1
World Problems in Geography.....	3	3
Physical Education (2).....	3	1
	<hr/>	<hr/>
	20	17

## **Third Semester**

Psychology and Adolescence.....	3	3
English Literature.....	2	2
First Elective Field.....	3	3
Second Elective Field.....	3	3
American Government.....	3	3
Physical Education (3).....	3	1
Free Elective.....	2	2
	<hr/>	<hr/>
	19	17

## **Fourth Semester**

Educational Psychology.....	3	3
American Literature.....	2	2
First Elective Field.....	3	3
Second Elective Field.....	3	3
Educational Sociology.....	3	3
Physical Education (4).....	3	1
History and Appreciation of Music.....	4	2
	<hr/>	<hr/>
	21	17



### Fifth Semester

Purpose, Organization, and Development of Junior High School.....	3	3
Advanced Composition.....	3	3
Guidance.....	3	3
First Elective Field.....	3	3
Second Elective Field.....	3	3
Free Elective.....	2	2
	<hr/>	<hr/>
	17	17

### Sixth Semester

History of Education.....	3	3
Educational Measurements.....	3	3
First Elective Field.....	3	3
Second Elective Field.....	3	3
Dramatic English.....	3	3
History and Organization of Education in Pennsylvania.....	2	2
	<hr/>	<hr/>
	17	17

### Seventh Semester

Student Teaching, Conferences, and School Contacts.....	18	14
Technique of Teaching.....	2	2
	<hr/>	<hr/>
	20	16

### Eighth Semester

Principles of Education.....	3	3
Health and Hygiene in Junior High School.....	3	3
First Elective Field.....	6	6
Second Elective Field.....	6	6
	<hr/>	<hr/>
	18	18

## DESCRIPTION OF COURSES

### *Art*

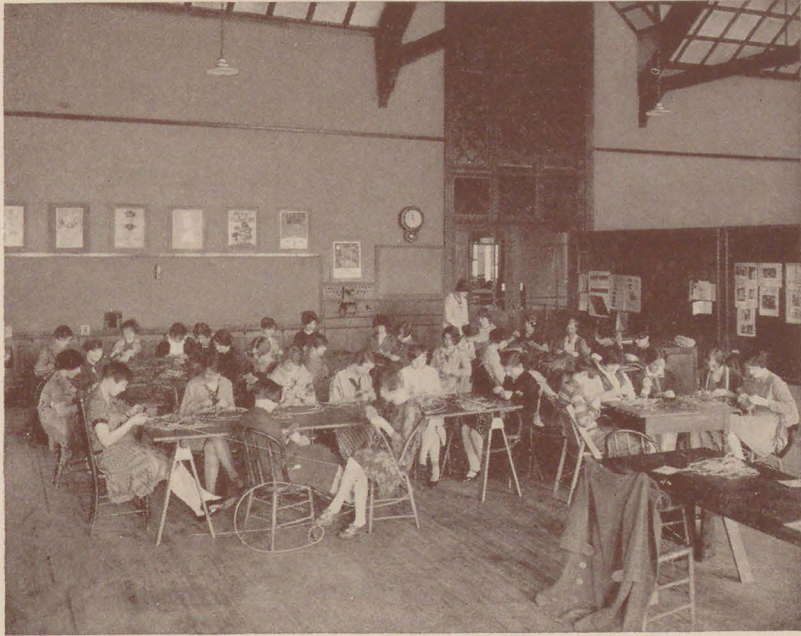
#### ART APPRECIATION—

The object of this course is two-fold:- to increase the understanding and enjoyment of art and also to furnish an outline of the development of art as a foundation for more detailed study.

A study is made of (1) costume design, exterior and interior planning, furniture, civic planning, architecture, and sculpture; (2) the great masterpieces, an analysis of the same and how they may be taught as picture study subjects in the proper grades.

Text:- "Art Throughout the Ages"—Gardner.

**2 Credits:-**



ART DEPARTMENT.

#### ART APPRECIATION AND APPLICATION—

This course is intended for Junior High School groups and includes the study of art appreciation and drawing, giving the student a study of costume, exterior and interior planning, furniture design, civic planning, architecture, sculpture, and a study of the old masterpieces. Illustrations are made to develop the course, and a general appreciation of everything that is artistic is the aim.

**2 Credits.**



## **FREEHAND DRAWING—**

The aim of this course is the development of drawing for the first six grades, giving one that thorough training of the eye and hand which is so necessary in all work requiring accuracy in observation and general appreciation. A detailed study is made of materials, pencil, crayon, water color, cut paper, and how they may be used. This course will develop within the student a familiarity

with mediums and how they may be successfully used.

**3 Credits.**

## **ADVANCED FREE-HAND DRAWING—**

This is an elective in drawing; the mediums used are pencil rendering, charcoal, water color, tempera and pastels. The subjects developed are design, posters, costume design, interior decoration and decorative and naturalistic landscape. This course is of particular interest to those who really enjoy art work.

**3 Credits.**

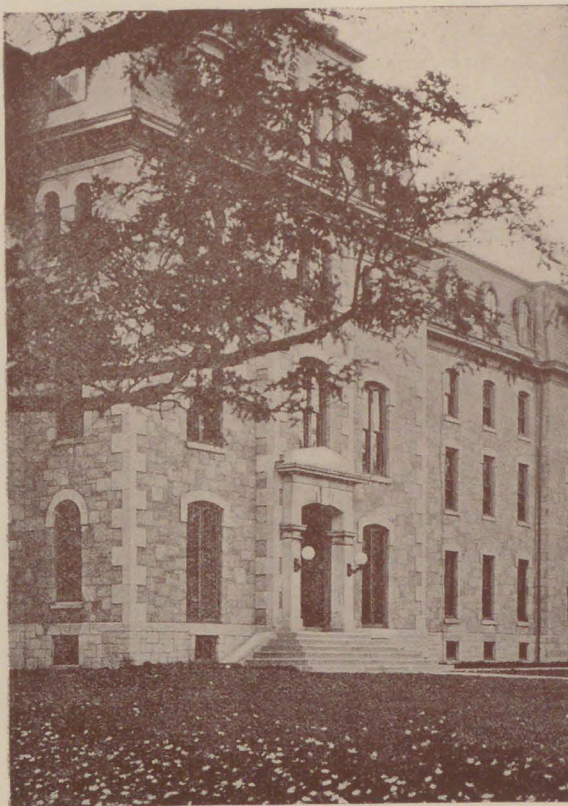
**CONSTRUCTIVE HANDWORK—** This course affords an opportunity of combining drawing and the actual construction of things. The problems are of such a character they may be used in any school room.

The problems offered are paper folding, doll houses (exteriors and interiors) with furniture, book binding, weaving, basketry, cuddle toys, wooden toys, dowel dolls, elementary use of clay, sand table projects and stage craft. All of the work of this course tends to make one original and resourceful and is applicable to grade classes.

**3 Credits.**

## **ADVANCED CONSTRUCTIVE HANDWORK—**

This course carries on the Junior Problems and develops into very worthwhile problems, such as lamp shades, desk sets, writing pads, trays, clay work,



ENTRANCE—MAIN BUILDING.



beads, tied and dyed work and batik work. This is of particular value to those who are interested in hand-work.

**3 Credits.**

#### **HANDWRITING—**

Emphasis is placed on learning how to write. The Palmer method of muscular movement is taught and the Palmer Teachers' Certificate is required for credit.

**1 Credit.**

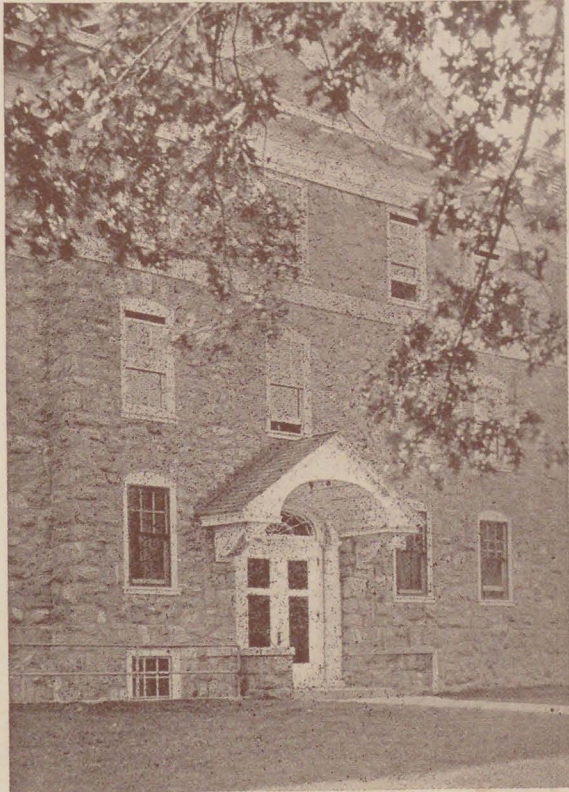
#### **TEACHING OF HANDWRITING—**

This is a course for supervisors and teachers of handwriting. The problems and methods of teaching handwriting throughout all the grades are considered. All outstanding methods are studied, such as Palmer, Zaner, Peterson, Economy, etc., and as many certificates earned as possible. Blackboard writing is stressed; lesson plans and practice teaching are required. Some work is done in broad pen lettering for diplomas etc., and also in the principles of ornamental writing. (Handwriting I is prerequisite.)

**3 Credits.**

#### **MANUSCRIPT WRITING—**

This course may be given.



DOORWAY—WAYNE HALL.

### **Education**

#### **INTRODUCTION TO TEACHING—**

This basic course in Education has as its purpose the orientation of the prospective teacher so that he may make an intelligent group choice. It includes a survey of the organization and aims of the public school and a consideration



of the different types of teaching service. It carefully analyses the curricular demands of each group, the age level characteristics of children and the specific qualifications of teachers for these groups. Such topics as school management, types of lessons and the technique of presentation are also stressed. The instruction of this course is correlated with observation in the Model School.

**3 Credits.**

### **PSYCHOLOGY AND CHILD STUDY—**

This is an elementary course in general psychology required in all groups. It aims to acquaint students with scientific methods of observing and evaluating human reactions, and stresses those facts and principles that are basic to an understanding of educational theory and practice. Especial attention is paid to the study of the characteristics of children at different levels of growth.

Text—Elementary Psychology—Gates.

**3 Credits.**



CANNON MOUNTED NEAR BIRMINGHAM MEETING HOUSE.

### **EDUCATIONAL PSYCHOLOGY—**

This is an advanced course, its prerequisite being Elementary Psychology. Educational problems and teaching practice will be viewed in accordance with the findings of experimental psychology. Such topics as sources and types of motivation, habit formation, perceptual and associative learning, memory, problem solving, transfer of training and measurement of results will be investigated through simple laboratory tests, supplemented by class lectures and discussions, and collateral reading.

**3 Credits**



### TESTS AND MEASUREMENTS—

The purpose of the course is to orient the prospective teacher also the "in service" teacher in the general field of psychological and achievement testing; and to acquaint him with the elementary statistics needed to tabulate, classify, and interpret results obtained through scientific testing. Special attention is given to studying the contributions that "Measurement" has made both to materials and methods in the field of education.

This is a required course for a Normal School certificate and for the Bachelor of Science Degree.

**3 Credits.**

### HISTORY AND PRINCIPLES OF EDUCATION—

This course consists of a brief survey of the history of Education in Ancient and Mediaeval times, with discussion of principles of education as they appear



HOME OF HUMPHREY MARSHALL NEAR WEST CHESTER.

in the great educational movements in European countries, and later how they have affected the educational methods in America.

The second half of the course deals with the establishment of the American educational system in its colonial organization and its growth and development in the successive American periods of public education.

Collateral reading and reports are required.

Text:- A Student's History of Education—F. P. Graves.

**3 Credits.**



### **TEACHING OF PRIMARY READING—**

This course will present the basic principles underlying the teaching of reading—those made significant by recent investigations in this field. The objectives of reading and ways of attaining them, will be stressed. Observation of demonstration lessons in the Model School will be a feature of the course.

**3 Credits.**

### **TEACHING OF PRIMARY SUBJECTS—**

The teaching of spelling, language and community life will be considered in this course. These subjects will be treated in the light of present educational ideals—those which identify the child with social situations.

**4 Credits.**

### **TECHNIQUE OF TEACHING—**

This course is intended primarily to accompany student teaching. During the summer session, however, it is open to both student teachers and to teachers of experience.

It considers directly the work and the problems of teaching. Lesson planning, based upon the laws of learning and of teaching; adjustment to new and changing school room conditions; utilization and improvement of equipment; management of individual pupils and of classes; questioning, assigning, studying and allied subjects, claim attention in discussion and in assigned readings.

**2 Credits.**

### **STUDENT TEACHING—**

The Training School for student teachers attending summer session is located on the Normal School Campus, and is conducted jointly by the Normal School and the West Chester Public School.

This school functions as a laboratory for every department of the summer session. It gives an opportunity to those who elect student teaching to teach under the guidance of experienced teachers. It makes possible the observation of teaching in the different elementary grades of the public schools. Conferences with the room teachers and with the director for the discussion of work observed and of work planned for constitutes an important part of the work.

**12 Credits.**

### **SCHOOL EFFICIENCY FOR JUNIOR HIGH SCHOOLS—**

This course is planned to teach pupils through subject matter so as to develop the teacher's initiative, leadership and cooperation. The present practices in representative junior high schools feature this course, class organization, lesson planning, supervised study in school and at home, project teaching, socialized recitation, art of questioning, and assignments. The class will attempt to practice the theory of this course in the training school and many training school problems will be discussed in the course.

**2 Credits.**

### **GUIDANCE—**

This course is designed to assist teachers in understanding the problems which adolescent boys and girls meet in school, in industry, and in life. Particular topics considered will be application of psychology to the study of adolescence, the development of personality through conscious social adjustment, the social needs of young people, guidance in the matter of vocations, choice of courses in school, and the ways in which the school, the home and industry may be coordinated for the purpose of guidance. Programs of guidance will be worked out. Some case studies will be taken up in this course.

**3 Credits.**

### **ORGANIZATION AND ADMINISTRATION OF JUNIOR HIGH SCHOOLS.**

This course will discuss the causes of dissatisfaction with the eight-four plan, the definition and history of the Junior High School, the teaching staff, provisions for individual differences, articulation with the lower and higher schools, curricula and courses of study, try outs and differentiated courses, buildings and equipment, social administration and results achieved.

**3 Credits.**

## ***Rural Education***

### **RURAL SCHOOL DEPARTMENT—**

The West Chester State Normal School is located in the midst of one of the richest farming sections in the United States. Near and around West Chester, we find a number of the finest phases of rural life to be observed in America. Our farmers' social organizations are strong and helpful. Nearly every rural school has its Home and School League or its Parent Teachers Association. Near West Chester, are running the oldest Farmers' Clubs in America. Grange meetings are held in a number of nearby grange halls. There is a good Farm Bureau and a splendid Fruit Growers Cooperative plant and organization. Many summer school pupils avail themselves of the opportunity to visit a number of these.

### **A RURAL SCHOOL FOR OBSERVATION—**

For observation, the West Chester Normal School conducts a one-roomed rural school. We aim to select a school where we may help to make the community more appreciative of a good school and where we may help to make some rural school better. We try to select a typical plant and then see that it is furnished with first class equipment. Here may be observed improved organization, management, combination of classes, enrichment of courses, types of teaching, and the efficient use of improved devices and equipment.

### **RURAL SCHOOL MANAGEMENT—**

This course is organized especially for those who are going directly from high schools to teaching in rural schools. It covers such topics as program making, management, order, discipline, types of teaching, combining grades,



following the course of study, making records and reports. There is a tendency to neglect the fact that efficient rural school management is relatively rare and difficult. This entitles the beginner to all possible help before she opens her school. This course aims to tell the beginner where she may find helpful guidance and supervision.

**3 Credits.**



BIRMINGHAM MEETING HOUSE NEAR BRANDYWINE BATTLEFIELD.

#### **RURAL SOCIOLOGY—**

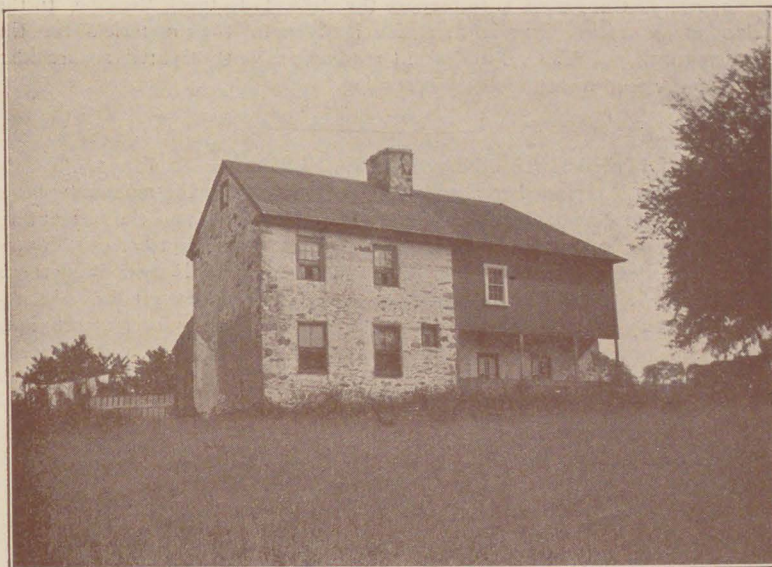
This course deals with rural life as we find it in our open country and in our villages. Since our people were rural before they were urban, rural sociology makes a natural introduction to sociology. Rural teachers and supervisors need to know much of rural social psychology. This course covers such topics as the farmer's standard of living, our rural life problem, tenantry and ownership, the farmer's income, his markets and his marketing, how to estimate and improve the efficiency of his social organizations such as marketing organizations, church, home, school, government, Grange, Clubs, Farm Products Shows, and Festivals. The trend of the course is toward a standard for an efficient school to educate for rural life in America.

**3 Credits.**

#### **NATURE STUDY AND AGRICULTURE—**

This is a new and combined course for teachers of ungraded schools. It aims to give content and method for teaching Nature Study and Agriculture in rural schools. Type studies are made of birds, trees, soils, landscapes,

weather, and plants and animals common to the farm. An aim is to set up reasonable standards for the different classes and to learn how we may attain to these standards. Another aim is to show how Nature Study and Agriculture may be correlated with other subjects such as Drawing, English, Geography, and History. From this course, rural teachers should learn how to make nature interesting to rural children and how to make rural children interested in scientific agriculture.



BIRTHPLACE OF T. BUCHANAN READ NEAR DOWNINGTOWN.

## *English*

### ENGLISH FUNDAMENTALS—ENGLISH COMPOSITION—

The English courses offered in the summer term are similar to those offered in the Fall and Spring terms. They are designed to meet the professional and cultural needs of teachers in the elementary and junior high schools.

English I and II—These courses provide an opportunity for a review of Grammar and Composition, respectively.

Text—Buchler's—A Modern English Grammar.

Ball's—Constructive English.

**3 Credits—each course.**

### TEACHING OF ENGLISH—

Methods of teaching the various branches of English—composition, grammar, spelling, memorization, dictation, and the like—receive the main attention in this course. Text books commonly used in the grades are critically reviewed



and the methods and devices of successful teachers of English are reported upon. Text—Klapper's—The Teaching of English in Elementary and Junior High schools.

Bulletin—Games and Other Devices for Improving Pupil's English.  
3 Credits.

#### TEACHING OF READING—

The aim of this course is to prepare the students to teach Reading to the children of all grades. Special attention is given to the materials for the one-room rural school. Oral and silent reading are both treated as are also modern tests and measurements in reading.

2 Credits.

#### JUVENILE LITERATURE AND STORY-TELLING—

This course is intended to familiarize the student with the most acceptable books, stories and poetry for children in the kindergarten and the elementary grades. Each class member is given the opportunity to collect her own library of stories and poems suitable to her grade. Differentiation is made in methods and literature between the intermediate and the primary grades. In addition to a study of the history of story-telling and a study of its technique and methods, practice in telling stories is given to each student and criticism of the work is made by the class.



CEDARCROFT, HOME OF BAYARD TAYLOR, NEAR KENNETT SQUARE.

Besides reference material in the library, the following texts are used:—  
Cross and Statler—Story-telling for the Grade Teacher.

Shedlock—The Art of the Story-Teller.

Cather—Educating by Story-telling.

Bryant—How to tell Stories to Children.

**3 Credits.**

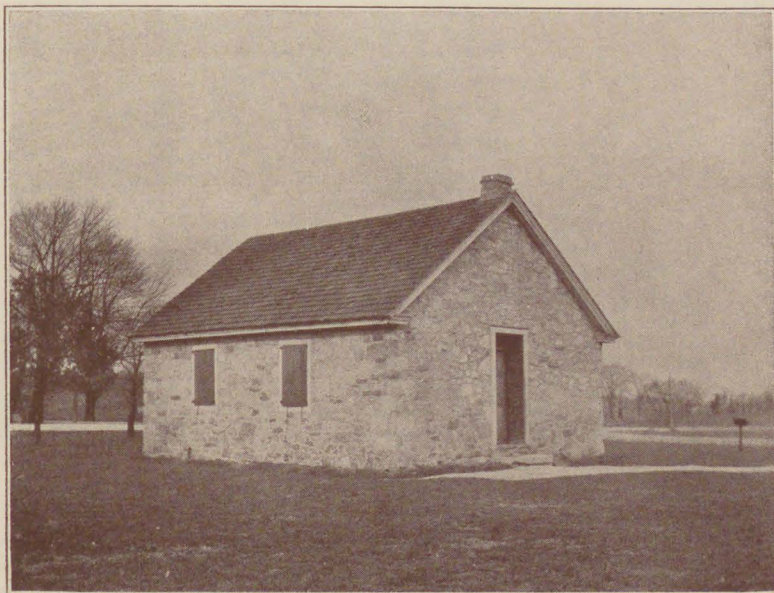
### **ORAL EXPRESSION—**

Alfred Ayres states "The manner in which one speaks his mother tongue is looked upon as showing more clearly than any other one thing what his culture is, and what his associations have been." Therefore, this course aims to train the teacher in the correct use of her voice for informal speaking. Much time and emphasis are given to proper articulation, enunciation, and pronunciation of words. An effort is made to correct mannerisms in speech that identify a student with a locality of the state. The results are accomplished through short talks on current problems of interest, formal and informal speeches, and declamations.

Text—Robert McLean Cummock's—Choice Readings

Winans'—Public Speaking.

**2 Credits.**



SCHOOLHOUSE BUILT BY LETITIA PENN, VALLEY FORGE.



### CONTEMPORARY POETRY—

Both British and American poetry of the present day—condensing what is given in two separate courses in the Fall and Spring—is here offered.

Text—Untermeyer's—Modern British and American Poets.

**3 Credits.**

### LITERARY APPRECIATION—

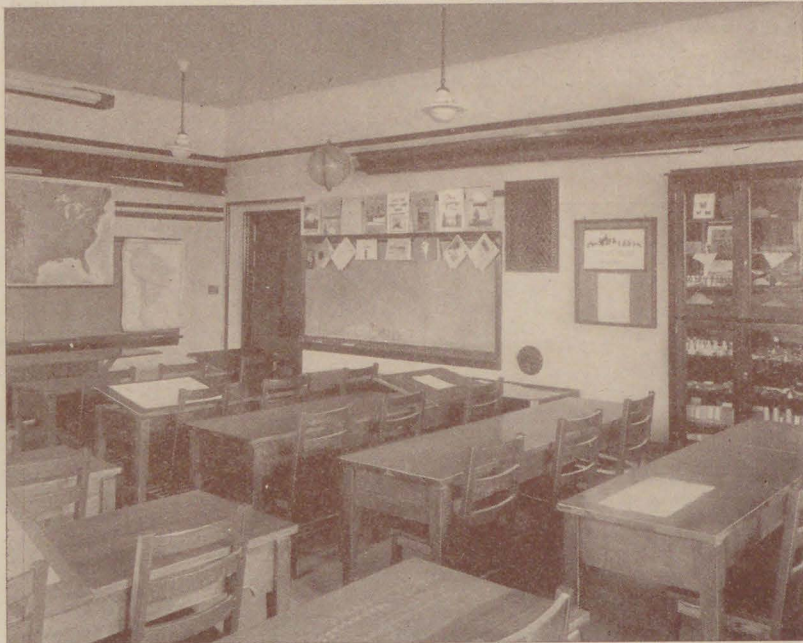
In this course, the various types of literatures, such as the short story, the essay, and poetry will be studied. Students should bring with them whatever collections of such types they may have. Methods of interpretation and criticism will be developed.

**3 Credits.**

## *Geography*

### PRINCIPLES OF GEOGRAPHY—

This course deals with the development of a working knowledge of the geographic principles necessary to an understanding of the relationship between



GEOGRAPHY LABORATORY

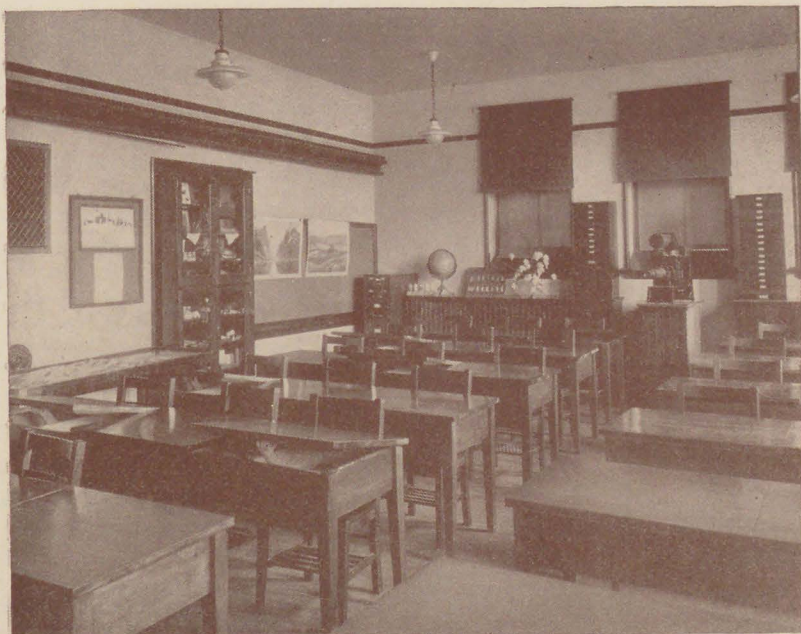
life activities (plant, animal, and man) and the factors of a given natural environment. The elements of natural environment such as climate, land forms, bodies of water, etc., are considered in relation to man's adjustment to them and principles for the solution of problems of adjustments are developed. This is a fundamental course and serves as a good basis for all later courses in geography.

**3 Credits.**

## TEACHING OF GEOGRAPHY—

This is a professionalized subject matter course for the purpose of preparing students for the teaching of Geography in the intermediate grades. Selected units, the choice of which is determined by the needs of the group interested, are developed. In each unit, students select the essential fact and the geographic principles involved; note the method used and the successive stages of development; formulate the principles of the technique of teaching followed; and organize the unit for presentation. Demonstration lessons are observed. Standard equipment for geography teaching is used. Field trips are taken. Throughout the course, the aim is not merely the acquisition of geographic information and an understanding of approved methods of presentation, but also the development of those habits, skills, and attitudes of mind necessary to worthy world citizenship.

**3 Credits.**



GEOGRAPHY LABORATORY

## WORLD PROBLEMS—

This course includes a study of some of the large international problems claiming attention and the direct bearing which geography has upon them. Acquaintance with other people and other lands through interpretation of adjustments to natural conditions. Interdependence of nations and regions. Geography and the problems of restoring a state of friendship in the world.

**3 Credits.**



## ***Hygiene***

### **PERSONAL HYGIENE—**

This course deals with the hygienic principles of living necessary to maintain a healthy body. It includes a study of anatomy and physiology as a basis for the formation of health habits.

Text—How to Live—Fisher and Fisk.

**3 Credits.**

### **SCHOOL HYGIENE—**

This course deals with the environment of the child while at school, the correction and prevention of physical defects, physical and medical examinations of children and methods of guiding children in the formation of good health habits.

Text—School Hygiene—Dresslar.

**3 Credits.**

## ***Mathematics***

### **TEACHING OF NUMBER IN INTERMEDIATE GRADES—**

The course consists of a survey of the work outlined for grades one to three inclusive, followed by a thorough study of:—

The topics of arithmetic for grades four to six inclusive.

The proper distribution of these topics in a course of study.

Approved methods of teaching the processes of arithmetic with integers, fractions, and decimals.

The standards to be reached in the processes as taught in the different grades.

Sources of problem material together with the characteristics of problems suitable for these grades.

Different modern arithmetics written for these grades and modern literature on the subject of teaching arithmetic.

**3 Credits.**

### **TEACHING OF ARITHMETIC FOR RURAL GROUP—**

The course includes the following:—

Survey of the topics to be taught, with special consideration of those which should receive emphasis in various grades from one to eight.

Study of approved methods of teaching the processes with integers, fractions, and decimals, together with such tests as are commonly used in different grades to attain general standards in these processes.

Investigation of sources of problem material, and selection of lists of current problems embodying such phases of arithmetical work as are closely associated with rural activities.

Such review of subject-matter as is necessary to qualify students to work correctly the problems found in modern texts written for the grades.

Reading of literature on the history and teaching of arithmetic especially such portions of the latter as have a bearing on rural programs.

### **3 Credits.**

## **THE TEACHING OF JUNIOR HIGH SCHOOL MATHEMATICS—**

Considerable of the time devoted to this course is given to an intensive review of such subject matter as is generally considered vital for grades seven, eight, and nine. In addition, a careful study is made of the following: "Material for Grades Seven, Eight, and Nine, and Suggested Arrangement of Material" as given in "Reorganization of Mathematics in Secondary Education;" current series of textbooks; suggested courses of study and some of those in use. Finally the aim is to select for these years such topics of mathematics as may be safely assumed will take in the near future and hold a permanent place in courses of study.

### **3 Credits.**

## **PLANE TRIGONOMETRY—**

This course is, in the main, a subject-matter course embodying a comprehensive presentation of the following: Trigonometric functions of an acute angle of a right triangle; the significance of positive and negative angles and of trigonometric angles in general; functions of  $(\pm A \pm N \times 360^\circ)$ ; functions of the sum of two angles, the difference of two angles, double angles and half angles; theory of logarithms; trigonometric identities; inverse trigonometric functions; solutions and areas of triangles by natural functions and by logarithmic functions; solutions of practical problems throughout the course.

In practical work the transit and level are employed to such extent as time permits.

### **3 Credits.**

## ***Music***

### **MUSIC I—**

The matching of tones and elimination of monotones constitute the first steps in this course. This is followed by the singing of rote songs, the facile use of sequentials, oral tonal dictation and flash work on blackboard. This last named activity paves the way for sight reading of which there is both individual and class work.

Text:—Dann's First, Second and Third Year Music, and Manual.

### **2 Credits.**

### **MUSIC II—**

This course follows closely on Music I, and preparation for teaching the subject is stressed. Routine activities are carefully taught and explained, and these activities are then made use of by each student in the class room.

Text:—Dann's Fourth Year Music.

### **1½ Credits.**



### MUSIC HISTORY AND APPRECIATION—

This course is designed to supply a historical background of the art of music; the causes underlying the various directions that the art has taken; and with it, certain principles of evaluation. Examples by means of phonograph records will be used to emphasize the various points taken up during the course. This course should prove especially interesting to grade teachers who expect to teach music.

**2 Credits.**

### PRIVATE LESSONS IN PIANO—

Nine Lessons (30 minutes)	\$18.00
Eighteen lessons	30.00

Miss Cropsey.

### PRIVATE LESSONS IN VOICE—

Nine lessons (30 minutes)	\$18.00
Eighteen lessons	30.00

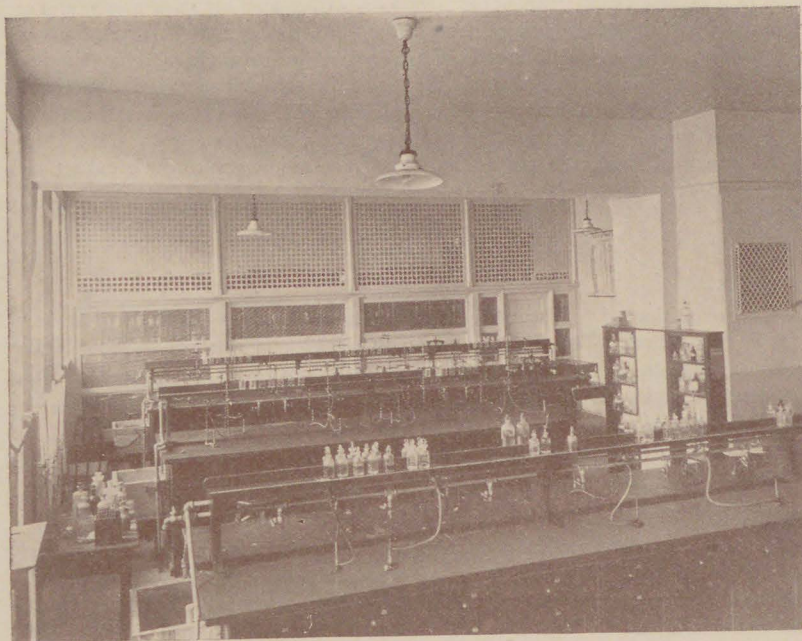
Mr. Free.

## *Science*

### EDUCATIONAL BIOLOGY—

This is a general course in the fundamental biological principles, with emphasis on those topics which particularly concern the teacher. It provides a good foundation for a more complete understanding of psychology, sociology, nature study and other allied sciences.

**3 Credits.**



CHEMISTRY LABORATORY

### EVERYDAY SCIENCE—

This course is of particular value to geography and science teachers. It contains much that is worth while to others also. Topics treated are:—air pressure, water, weather, food and vitamins, solar system, clothing, engines, electricity and radio.

Text:—Science of Everyday Life—VanBuskirk and Smith.

**3 Credits.**

### NATURE STUDY—

This includes the content and method of Nature Study in the first six grades, with emphasis on the common material to be found around the school and the methods by which this material would be used in the different grades. Suggestions, also, of sources of material available for teachers.

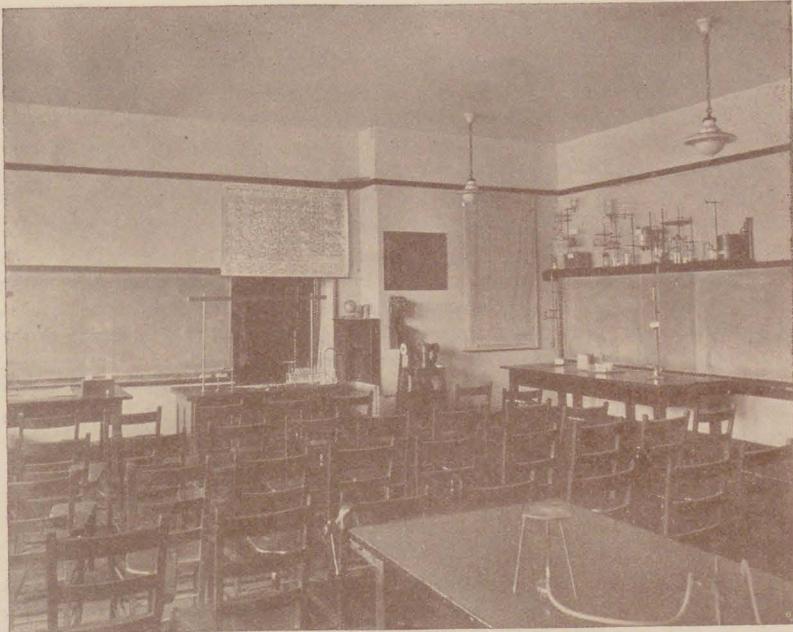
**2 Credits.**

### PHYSIOGRAPHY—

This course supplies knowledge vital to all geography and science teaching. Winds, weather, erosion and map reading are stressed. Considerable experimental and illustrative material is included.

Text—New Physical Geography—Tarr and VonEnglin.

**3 Credits.**



PHYSICAL SCIENCE LABORATORY



### **TEACHING OF SCIENCE—**

Emphasis is placed on the teaching of general science, although other sciences are included. The course includes practical suggestions for the improvement of science teaching; means of maintaining interest, such as clubs, toys, magazines and other visual aids; practice in construction of apparatus, and where individual schedules permit, actual supervised practice in conducting the demonstration and laboratory work of the class in Everyday Science.

Text—How to teach General Science—Frank.

**3 Credits.**

## ***Social Studies***

### **ECONOMICS—**

This course is a development of the fundamental factors which are involved with the business of making a living, and understanding and appreciating how those factors may be used in developing general prosperity, responsible citizenship and a vision of service in a democracy. The course is essential to appreciate fully and to teach American history, community civics, vocational civics and economic civics as outlined in the new Pennsylvania course of study for Junior High Schools.

**3 Credits.**

### **EDUCATIONAL SOCIOLOGY—**

This work is required of all students. It aims to present the principles of social organization as they apply to elementary education. Constant emphasis is placed upon the necessity for the school adapting its work to meet the demands of society.

Text—Social Science for Teachers—Martz and Kinneman.

**3 Credits.**

### **EUROPEAN HISTORY—**

The work of European History will be offered to meet the needs of the largest number of students. One of two courses will be offered—the one consists of a survey covering the large movements in Europe from the beginning of the Christian era to the middle of the eighteenth century; the second course traces the development of democracy and nationalism beginning with the period of the Industrial Revolution and of the French Revolution and continues to the present time.

Text—European History—Scheville.

**3 Credits.**

### **HISTORY OF THE U. S. SINCE 1850—**

This course develops intensively social and political conditions which resulted in the Civil War and which furnish the background for many of the contemporary problems which have arisen since the Civil War. In the discussion of the social, political, industrial and cultural problems since the Civil

War, it is the aim of the course to show that higher and better ethical standards are being striven for and to have our pupils visualize their obligation as citizens and the need of unselfish cooperation and service.

**3 Credits.**

#### **SOCIAL AND INDUSTRIAL HISTORY OF THE U. S.—**

In this course, the social changes in the United States are emphasized which were brought about by the industrial revolution. The agricultural, manufacturing and labor problems are traced and discussed. The service rendered to commerce by steam, the telegraph and electricity are likewise considered.

**3 Credits.**

#### **TEACHING OF SOCIAL STUDIES—**

This course is required of all students in the intermediate and rural groups. The material consists of the biographical approach to history as presented in grades four and five, of the European background to American history as presented in grade six, and some attention is paid to the more formal presentation of grade seven. The material of the field of civics is also covered. The various methods of approach to this material together with the various devices which might be employed are discussed.

**3 Credits.**

#### **DEMONSTRATION SCHOOL**

The Training School on the Campus furnishes an opportunity for the Summer School students to observe and to study the activities of the school room in the actual process of daily experiences. The room teachers in the school cooperate through the Director of Practice with the academic teachers in the Normal School in the preparation and the teaching of type lessons according to the best practices. Discussions and readings accompany the observation and enable the students to formulate principles and methods useful to them later in their own teaching.



## ***Application for Admission***

Date.....

Name.....  
Last name first.

Address.....  
Number and street      Town      County      State.

{ Please reserve me a room at the dormitory }      Cross out the one  
{ I shall be a day student. }      that does *not* apply.

**a.) Preparation:**

High School.....Attended.....yr. Graduated 19.....  
Name of

Normal School.....Attended....yr. Graduated 19.....  
Name of

Other Secondary  
or higher schools .....Attended....yr. Graduated 19.....  
Name of

**b.) Teaching Experience:**

Grades {      Place {      Years {

**c.) Classification in Summer School: (Check the one that applies).**

☐ I. Candidate for Partial Elementary Certificate

☐ II. Candidate for permanent Certificate

☐ III. { Beginning  
or } Normal Course (Check the one that applies).  
Completing

☐ IV. Candidate for B. S. degree.

d.) List subjects desired: { 1—  
2—  
3—  
4—

e.) State plans for next year:.....

Enclosed find \$10.00 enrollment fee for Summer Session, 1927

Return this blank properly filled in to Dr. Andrew Thomas Smith, Prin.

